



Who Should Read

System Chief Academic
Officers

System Chief Financial
Officers

Planning Academic Programs Across Campuses

Two Ways to Use This Resource

- Understand the benefits and drawbacks of various models of joint- and multi-campus academic programs
- Identify strategies to overcome challenges in developing new programs

University Systems Forum

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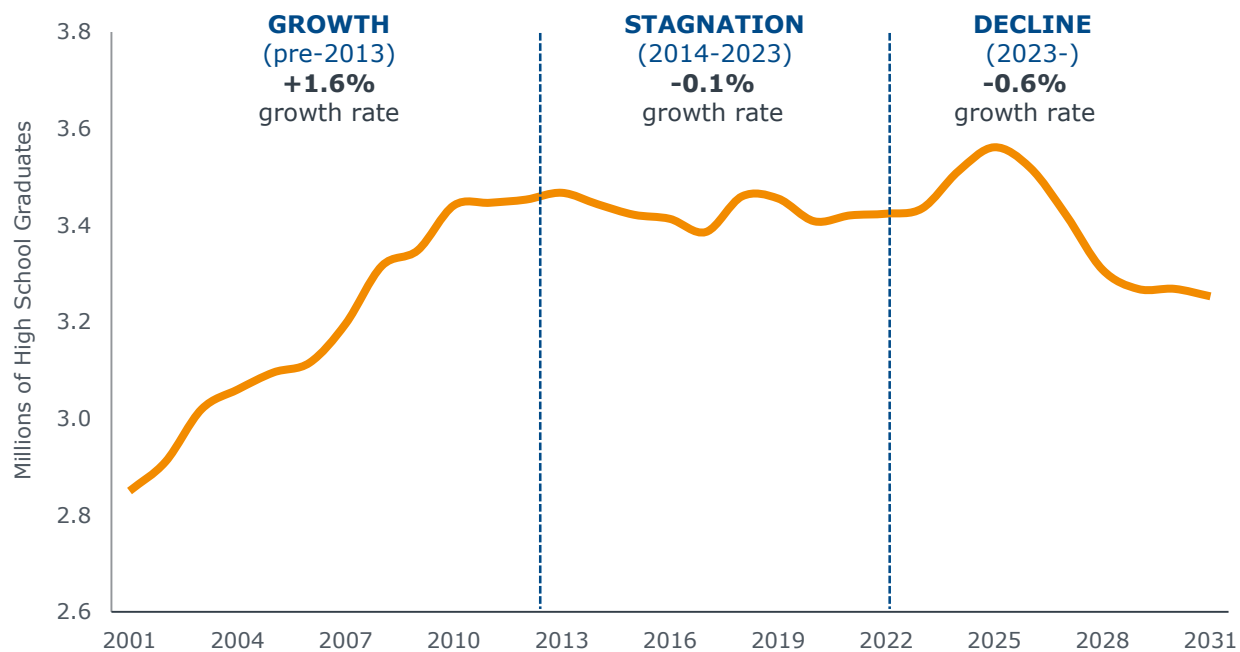
Executive Summary

High School Graduate Numbers Projected to Decline in Long Term

Many states are experiencing enrollment declines, and will likely continue to in the near future, as the high school graduate population decreases. However, college populations are projected to grow slightly before they decline again. It is important, therefore, that institutions and systems are not complacent about finding efficient means to grow enrollment and manage the costs of academic programming.

High School Graduate Growth Rate Plateaus Before Decline

Number of High School Graduates and Compound Annual Growth Rates



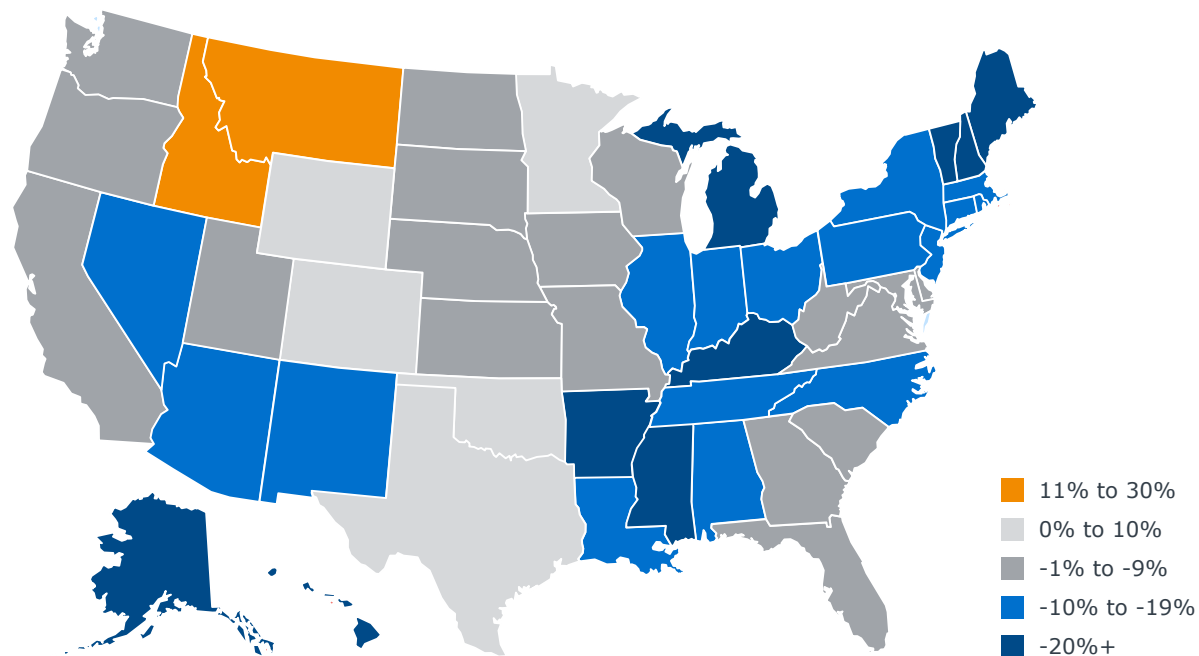
Executive Summary

Most States Projected to Face Declining Enrollment

While some variation exists in growth rates by state, most project a decline in the population of 18-year-olds over the next decade. Thus, some regions will face urgent challenges to fill seats in incoming undergraduate classes. Where previously it may have been feasible to look across state lines to recruit students, most states now find themselves surrounded by other states with declining college-age populations.

Falling Birthrates From 2007 to Present Projected to Hit Institutions Across the US

Projected Percent Change in the Population of 18-Year-Olds, 2017-2029

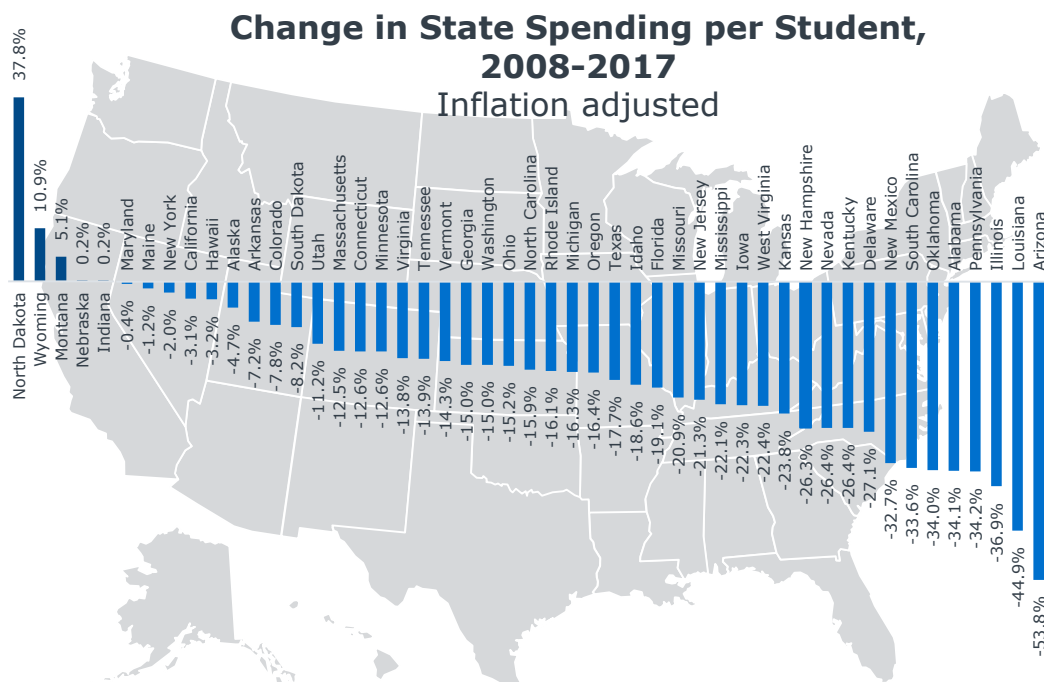


Executive Summary

Severe Budget Cuts Create Increased Dependency on Tuition Revenue

Institutions face substantial budget cuts that force them to rely on tuition revenue more than ever before. Nearly all states have decreased spending per student in the last decade, many decreasing spending by 25 percent or more.

Over the last two decades, the proportion of public higher education revenue coming from tuition has increased dramatically, from a low of 29% in 2000 to 46% in 2018. This increase accelerated during the Great Recession, with the percentage rising from 35% in 2008 to 47% just four years later.



1) Source: https://sheeo.org/wp-content/uploads/2019/04/SHEEO_SHEF_FY_18_Report.pdf

Executive Summary

Enrollment Pressures Force Institutions and Systems to Innovate or Close

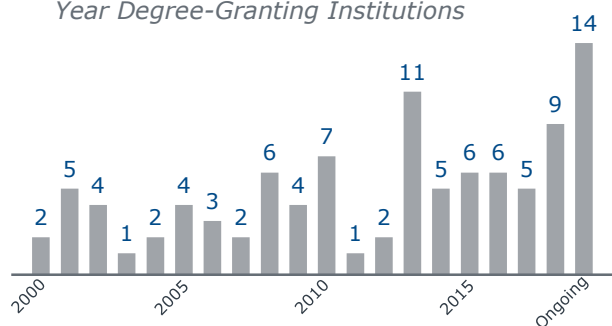
As enrollments decline at the same time tuition revenue accounts for a larger proportion of institutional budgets, many institutions are facing pressure to merge or close. When campuses close or merge, access for place-bound students can suffer, impeding state efforts to increase degree attainment.

An increasing number of institutions have closed or merged in recent years. While a large proportion of these are for-profit institutions or small private colleges, state systems like PASSHE and CSCU have deliberated merger plans to better allocate resources while preserving access across their states.

Mergers and Acquisitions Have Increased in Recent Years



Mergers & Acquisitions Involving Four-Year Degree-Granting Institutions



80% in cities or suburbs

80% are secular

45% of merged institutions are in public system

1,300 median enrollment of acquirees



PASSHE tries systemwide integration to stave off mergers/closures¹

- Systemwide faculty senate
- Enabling students to take classes at any System campus
- Allowing individual campuses to set multiyear tuition strategies after previously withholding tuition-setting authority from campuses



CSCU moves to consolidate two-year institutions to save money²

- In the process of trying to consolidate the System's 12 two-year institutions
- One centrally managed authority and three regional presidents
- System estimates savings of \$23 million per year

1) Seltzer, Rick. "Systemwide Shared Governance in Pennsylvania?" *Inside Higher Ed*, 12 July 2019.
2) Smith, Ashley A. "Connecticut Moves to Consolidate Community Colleges Amid Faculty Opposition." *Inside Higher Ed*, 17 April 2019.

Executive Summary

Systems Also Face Challenges of Geography, Access, and Duplication

In the midst of enrollment declines and budget cuts, state systems and institutions must still maintain broad access to programs across disparate geographies. Efforts to more efficiently deliver programming within systems often runs against the realities of geography, where students predominantly rely on institutions within driving distance of home.

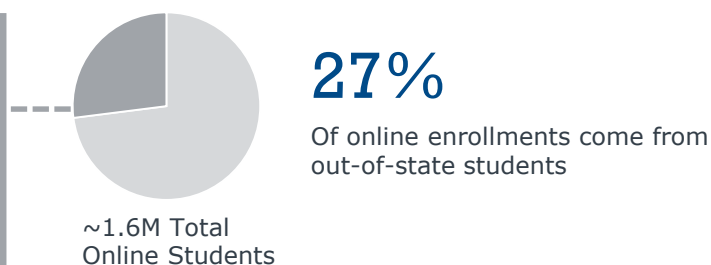
1 Many state program prioritization exercises wrongly assume that students can move freely within a state, but many students are place-bound.

- Research has shown that more than 11 million US adults live in “education deserts” – more than a 60-minute drive from a non-selective public college¹. Nearly 40% of students attend college within 50 miles of their home, meaning that a significant proportion of the population lacks realistic options.
- Most online students at smaller institutions tend to be local, though larger online providers recruit most of their students from out of state.

Total Students At Four-Year Institutions Enrolled Exclusively in Distance Education

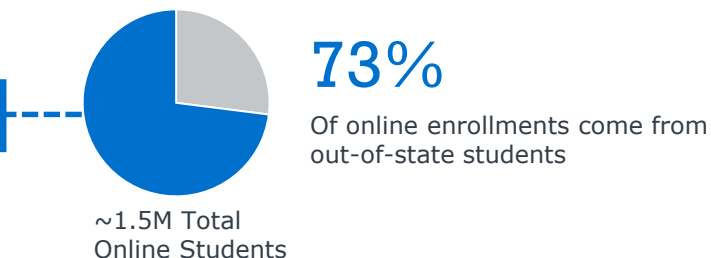
Total Online	# Institutions	% In-State	% Out-of-State
0-500	1,275	71%	29%
500-1000	288	73%	25%
1000-2000	220	71%	27%
2000-3000	78	69%	29%
3000-4000	78	70%	29%

Most Smaller Institutions Recruit Online Students from Their Local Area



4000+	92	27%	73%
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The Largest Players Recruit Online Students from Everywhere



2 In some systems, institutions in close proximity offer duplicative programs.

- Predominantly white institutions (PWIs) and historically black colleges and universities (HBCUs) within a system can offer the same program, which can create internal competition for student enrollments.
 - For example, several HBCUs sued the State of Maryland, arguing that the state had allowed PWIs to duplicate their programs, thereby cutting into their enrollments².

1) Myers, Ben. “Who Lives in Education Deserts? More People Than You Might Think.” *The Chronicle of Higher Education*, 17 July 2018.

2) Douglas-Gabriel, Danielle. “HBCUs in Long-Standing Case over Disparities in State Higher Education.” *Washington Post*, 9 Nov. 2017.

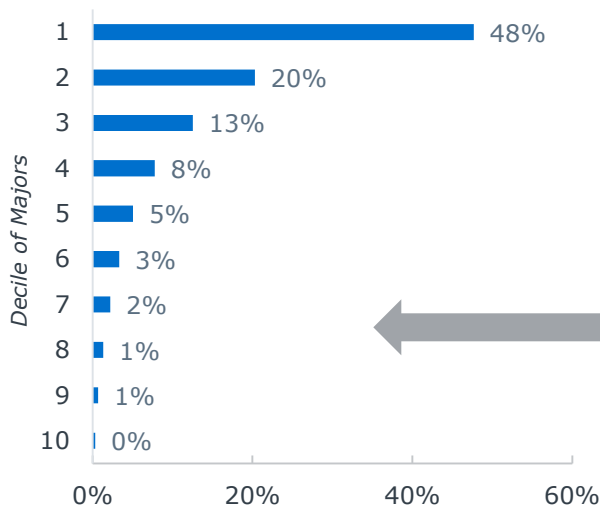
Executive Summary

Institutions Offer Too Many Programs Enrolling Only a Handful of Students

A large number of programs serve a small number of students, while most students concentrate in a relatively small number of programs. Many institutions and systems now question whether each institution needs to offer its own standalone program in each subject. However, when institutions try to cut programs to save costs, they often face resistance from faculty and students.

3 Most students are concentrated in a handful of majors.

EAB's Academic Performance Solutions data shows that almost 70% of students are concentrated in the top two deciles of most popular majors at their respective institutions, while just 7% are in the bottom half of most popular majors (n=51).



UW-Stevens Point scraps unpopular plan to eliminate low-enrolled programs¹

- Planned to cut 13 programs, including art, English, history, and philosophy
- Would instead position itself around other “growth programs”
- Help save money after state budget cuts
- Institutions often face fierce resistance when trying to cut programs

“We desperately need to have a conversation about program proliferation. We have 22,000 students and 380 degree programs. Our state flagship has 45,000 students and only 215 programs. Clearly, something is off.”

CBO, Public Research University

1) Flaherty, Colleen. “Cuts Reversed at Stevens Point.” *Inside Higher Ed*, 11 April 2019.

Executive Summary

Defining the Four Types of Joint- and Multi-Campus Programs

Joint Department (p. 13)



A program created by merging departments at two institutions within a university system. Each provides funding, faculty, administrative oversight, etc. – and students from both institutions can access all courses and faculty support.

Benefits:

Can eliminate duplication of programs offered in close proximity within a system. They also help some institutions expand their reach across the state, which can help increase access for underrepresented or non-traditional students.

Multi-Campus Administered Degree (p. 14)



An academic program spread across multiple campuses within a university system. Each institution provides some faculty and funding, and courses are distributed across a virtual department – some taught by each institution, with students coming from each campus.

Benefits:

Helps address workforce needs, particularly for new and growing fields, without the startup costs of a new department on one campus. They also help departments with low enrollment stay afloat by combining faculty and financial resources with similar departments across a system.

Multi-Campus Facility (p. 15)



A campus facility that hosts programs from several institutions – often members of a university system. The system manages the facility, including shared services, while individual institutions maintain oversight over academic programming.

Benefits:

Offers institutions access to place-bound students, many of whom are adult learners. They also help systems access underserved markets within their state.

Academic-Workforce Alignment Partnership (p. 16)



A campus site, managed by a university system, that offers academic programs from multiple system institutions, workforce training and certificates, and houses industry-sponsored research. Sites are organized around themes, like engineering or information technology.

Benefits:

Helps address workforce needs within a state, particularly for new and growing fields, by bringing experts to one campus to conduct research and teach classes and hands-on trainings. These programs show lawmakers and the public that the state's higher education institutions are providing students with real-world skills that will help the state's economy.

Executive Summary

Institutional leaders will encounter several problems as they begin to implement joint- and multi-campus programs. The following outlines selected problems, as well as solutions and mitigation strategies that institutions have developed for each.

1 Institutions involved in joint programs often charge different tuition rates, leading to state residents paying different rates for the same program.

Solution: *Create joint program tuition rate.*

2 Student fees can be a barrier to enrollment, and some multi-campus facilities continue to charge for services to which their students lack access.

Solution: *Offer a tuition discount or eliminate fees for services students don't have access to.*

Three Examples of Fee Adjustment from Multi-Campus Programs

- 10% tuition discount to students at satellite campus where many students are adult learners who do not have time to travel to main campus to access services.
- Students save hundreds of dollars per semester in fees at off-campus location, which is one hour from main campus.
- Exemption from most expensive fees (athletics and transportation), which students at satellite campus will likely not access at main campus - \$1,100 discount per semester.

3 For all types of joint programs that involve students setting foot on another campus or multi-campus facility, administrators must decide to what degree those students qualify for student services on the host campus.

Solution: *Maintain open access to jointly enrolled students to the greatest degree possible. If not all students in a program have full access to libraries, advising, counseling, and career services on the host campus, this could negatively affect academic equity among students.*

Executive Summary

4 Institutional leaders must determine how to divide operating costs between institutions with varying contribution levels.

Solution: *Align model with department size, budgets, number of students, and desired system influence.*

Examples

- When departments/institutions are of nearly equal size, share costs equally.
- When one department is substantially larger, that institution provides nearly all funding.
- At multi-campus facilities, each institution pays a per-student fee to access space.
- At multi-campus facilities or academic-workforce alignment partnerships, system funds the campus in order to play a more active role in setting the academic agenda.

5 Institutions involved in multi-campus programs are often located far from each other, and students might find it difficult to travel between campuses for classes.

Solution: *Place the travel burden on faculty and limit required travel for students.*

Three Examples of Faculty Travel Models from Multi-Campus Programs

- Rotate faculty teaching at additional regional location in order to provide students there the same academic experience as those at main campus.
- Assign some faculty exclusively to additional regional location and create faculty lines for these positions.
- Offer many courses online, with virtual options for required workshops.

6 Academic leaders struggle to manage shared academic programs.

Solution: *Align model with level of faculty participation, administrative workload, and size of participating departments or programs.*

Three Examples of Program Management Structure from Multi-Campus Programs

- For shared programs with equivalent levels of participation and enrollment, two equal co-directors jointly make important program decisions.
- For shared programs where one institution provides the bulk of instruction and faculty expertise, differentiated director and assistant director each focus on different tasks.
- For larger shared programs where faculty have a longstanding relationship, joint program faculty group includes more faculty in shared governance and spreads administrative burden among multiple staff.

Shared Departments Expand Access at Lower Cost

Joint Programs Reduce Faculty/Staff Resource Requirements

Case in Brief – Joint Department

A program created by merging departments at two institutions within a university system. Each provides funding, faculty, administrative oversight, etc. – and students from both institutions can access all courses and faculty support.

93 students
currently enrolled¹

 Minimal system
office involvement

The Joint Master's Program Combines Faculty to Create a Single Robust Department



Partnership creates a robust program from two previously non-viable entities

- All student fees paid to institution of record; joint program budget shared equally
- In addition to core courses, students have access to electives at both institutions, greatly enriching the curriculum at no added cost
- Students receive two IDs and gain access to advising, libraries, recreation centers, and all other services on both campuses



Joint faculty group collaboratively manages curriculum and faculty hiring

- Each institution provides two co-directors and four faculty to the committee; one program director liaises with both institutions
- Faculty hiring committee includes faculty from both institutions; faculty are hired at a home campus, have affiliated status at the other, and teach at both



Efficiency creates new challenges for both students and administrators

- To benefit from increased access to courses, students must travel between campus locations
- Institutional leaders must agree on shared program budget, revenue sharing, and faculty line allocation to continue partnership

1) As of Spring 2019.

A Multi-Campus Approach to Academic Programs

Texas Physics Consortium Shares Faculty & Resources Across Seven Campuses

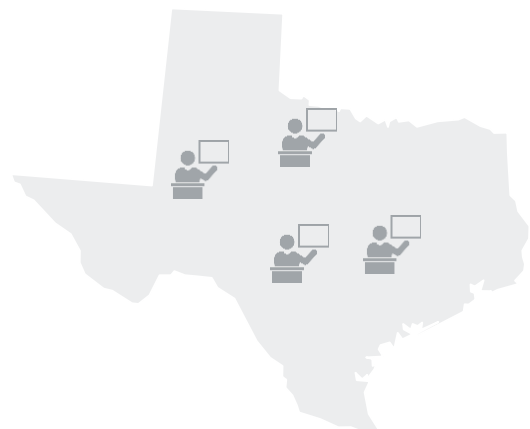
Case in Brief – Multi-Campus Administered Degree

An academic program spread across multiple campuses within a university system. Each institution provides some faculty and funding, and courses are distributed across a virtual department – some taught by each institution, with students coming from each campus.

~75 students currently enrolled as physics majors¹

 Minimal system office involvement

Geographically dispersed faculty contribute to one shared curriculum



 **Texas Physics Consortium**

Students complete required coursework from any participating institution



Intro to Mechanics, Tarleton State, Face-to-Face



Thermodynamics, Texas A&M-Kingsville, Distance Learning/Online



Electromagnetism, Texas A&M-Corpus Christi, Distance Learning/Online



Applications of Modern Physics, Tarleton State, Face-to-Face



Maintains equal access across system while keeping investments low

- Enables low-enrolled programs to withstand budget cuts and maintain student access to diverse course offerings; many institutions offered upper-level courses only biannually
- Increases student access to faculty experts from across the system without adding new faculty
- Students receive a physics degree listing all seven participating institutions



Deans and faculty representatives share governance authority across seven institutions

- Administrative Board (deans from each institution) retains senior academic and fiscal oversight – ensures compliance with administrative policies and resolves disputes about institutional course assignments
- Council (one faculty rep from each institution) manages the curriculum – student learning outcomes, program assessment procedures, sharing of courses
- Each institution cedes authority to consortium over curriculum, policies

1) As of Fall 2019.

One Campus, Many Institutions

The Universities at Shady Grove Offers Institutions Access to a Thriving Market

Case in Brief – Multi-Campus Facility

A campus facility that hosts programs from several institutions – often members of a university system. The system manages the facility, including shared services, while individual institutions maintain oversight over academic programming.

3,018 students
currently enrolled¹

80+ degree programs
offered

9 participating
institutions

 Substantial system
office involvement

Students compare programs on price, selectivity, and fit

“Do I want the most flexible option, the most prestigious program, or the one that fits best with my career plans?”



Place-bound students gain access to top programs in the state without having to travel

- 42% of Montgomery County residents ages 25+ do not have a bachelor’s degree; those who do often need a graduate credential to succeed in a highly-educated labor market near Washington, DC
- USG institutions offer the only public degree-completion and graduate programs in Montgomery County



University System of Maryland maintains the shared facility and manages shared services

- While USG staff exist as an entity separate from the system office, the two work closely together
 - The USG executive director reports directly to the system office, and the system office is directly involved in signing off on MOUs and program planning at USG
- USG is partly funded by the system; the remainder is generated from fees charged to each institution that offers courses at USG

1) As of Fall 2019.

Combining Academics, Career Prep, and Training

Texas A&M System's RELLIS Offers Pathways For All Segments of Adult Learners

Case in Brief – Academic-Workforce Alignment Partnership

A campus site, managed by a university system, that offers academic programs from multiple system institutions, workforce training and certificates, and houses industry-sponsored research. Sites are organized around themes, like engineering or information technology.

2,674 students enrolled¹

9 participating 4-year institutions

 Substantial system office involvement

1 participating 2-year college

5 workforce training partners

Local Population of Working Adults Has Diverse Needs



Seeking a promotion



Automation eliminated a job



Aiming to change careers

Varying Program Types Serve Adults and Create Opportunity for Re-Enrollment



1

Attend employment-aligned training programs



Example: Take an accounting course, credits applicable to participating bachelor's completion programs

2

Transfer credit toward bachelor's degree completion



Complete a bachelor's degree in accounting, receive promotion to manager

3

Enroll in low-cost community college courses



Return for ongoing professional development courses, paid for by workforce development agencies



Increases educational access for place-bound students in education deserts

- More than 11 million US adults live in "education deserts" – more than a 60-minute drive from a non-selective public college¹
- Most RELLIS students are local but can't access selective programs at the flagship Texas A&M campus; RELLIS offers them local access to programs in areas of job growth



Training complements academic programs to offer multiple career options

- System office plays active role in setting and managing program mix, giving it more authority over meeting student demand and aligning with workforce needs
- RELLIS offers career-focused academic programs like business, nursing, and natural sciences
- Students supplement their degrees with certificates and training courses run by government agencies
 - Criminal justice students can take law enforcement training, preparing them for a seamless transition into the workforce

1) Myers, Ben. "Who Lives in Education Deserts? More People Than You Might Think." *The Chronicle of Higher Education*, 17 July 2018.

2) As of Fall 2019.

Joint Programs Compromise on Tuition Rates

Programs Set Joint Tuition Rates to Ensure Equality

Institutions involved in joint- and multi-campus programs often maintain different tuition rates and must determine how much to charge students. Multi-campus facilities sometimes don't offer the same student services that students receive at main campus locations, so leaders must decide how to align costs of these services with students' ability to access them.

Set a new tuition rate to avoid students gaming the system

Joint Master in Social Work program



Different tuition rates led to students delaying enrollment to ensure savings

- Assigned incoming students to one institution on an alternating schedule
- Some students delayed enrollment a year to ensure they were assigned to North Carolina A&T, which saved these students \$500 per year
- As a result, enrollment fluctuated wildly between even and odd years

Administrators set new joint program tuition for all students

- Students are assigned randomly to one institution, regardless of entering year
- All students pay same tuition regardless of year; revenue is shared equally



Campus-level tuition differences drive inequity

- For single-campus programs, system institutions maintain different tuition rates, reflecting reality that students attend only one at a time
 - In-state tuition ranges from \$7,170 to \$9,000 per semester at various campuses

Compromise tuition rate balances student and institution goals

- Multi-campus program tuition set midway between lowest and highest rates in the system

Reduced Fees for Reduced Access to Services

Programs Offer Substantial Discount When Student Services are Unavailable

Reduce student fees according to level of access to existing campus facilities

Problem with status quo

- Some institutions continue to charge for student services at satellite campuses or additional regional locations, despite reduced access to on-campus non-academic services like health and recreational activities
- As fees can add hundreds or thousands of dollars in student costs per year, institutions should consider how much they charge off-campus students for access to place-bound services and main-campus facilities

Three Methods of Matching Student Price to Service Access

1

PASSHE @ Center City



10% tuition discount helps attract adult learners

- Many Center City students are working adults, lack time to travel to main campus (~one hour away) to access services there

2

Dixon University Center
SHIPPENSBURG
UNIVERSITY

Students save hundreds of dollars per semester in fees

- Students taking classes at Dixon University Center save ~\$200 per three-credit course compared to those at main campus
- Students do not pay fees for student union, student activities, health, and recreation
- Many are working adults taking classes part-time, likely will not access these student services at main campus (~one hour away)

3

Programs at Universities at
Shady Grove



\$1,100/semester discount on student fees despite local access to services

- UMBC main campus is ~one hour away
- Universities at Shady Grove offers nearly all student services
- Students at Shady Grove campus do not pay fees for athletics, transportation, university commons, and student activities

Expanding Access and Increasing Social Cohesion

Sharing Services Helps Integrate Multiple Institutions Into One Program

For all types of joint- and multi-campus programs that involve students physically setting foot on another campus, administrators must decide to what degree those students qualify for student services on the host campus. Should students have access to advising, counseling, career services, and libraries on the host campus?

In order to provide services to students from other home campuses, host institutions must provide additional staffing and financial resources, and must overcome bureaucratic obstacles. However, doing so can help truly integrate a program and will offer an equitable academic experience to students, regardless of location.

Joint Departments and Multi-Campus Administered Degrees

Joint Departments Typically Provide Students Access to Services on Both Campuses



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY



UNC
GREENSBORO

Joint Master in Social Work program

- Students receive IDs for both institutions and have access to nearly all services (e.g., advising, recreation centers, library) at both

Sample Student Schedule

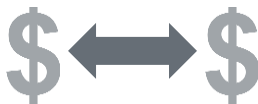
Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Class UNCG	Class NC A&T	Class UNCG	Health Center NC A&T	Library UNCG
Lab UNCG	Library NC A&T	Health Center UNCG	Class NC A&T	Class UNCG
Class NC A&T	Class NC A&T	Gym UNCG	Class NC A&T	Class NC A&T
Gym NC A&T	Advising NC A&T	Advising UNCG	Career Center NC A&T	Gym NC A&T

Equal Funding From Each Institution Ensures Service Accessibility

Without access to services (libraries, labs, etc.) at all institutions, students can run into equity issues that impact their ability to succeed in and complete academic programs



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY



UNC
GREENSBORO

Effectively Serving Students

Sharing Services Helps Integrate Multiple Institutions Into One Program

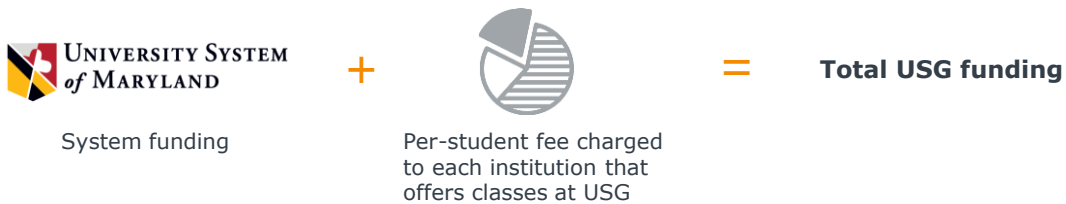
Multi-Campus Facilities and Academic-Workforce Alignment Partnerships

Nine Institutions Contribute to One Set of Shared Services



System & All Institutions Offering Courses at USG Share Funding for Student Services

This cuts cost per institution by reducing duplication of services at the USG campus and requiring less physical space



Total per-student fees paid by each institution at USG

~\$1,050

Total fees per FT undergraduate student per year

~\$720

Total fees per FT graduate student per year

How to Finance Program Collaborations

Joint Departments and Multi-Campus Administered Degrees

Equal Cost Sharing for Similarly-Sized Departments Creates Shared Accountability

Ideal when institutions have similarly-sized departments and/or budgets



Equal funding encourages institutions to be equal partners in all ways

- Partners have equal stake in most important program decisions
- Using courses from both institutions reduces required faculty/financial resources

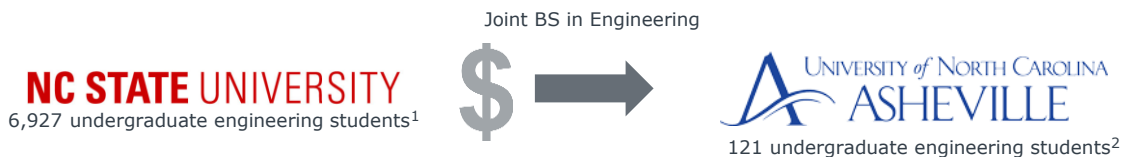


Can be difficult to determine exact division of labor/resources between the two departments

- If co-directors do not agree, decisions might not get made and projects could stall

Land-Grant Institution Provides Funds and Builds Smaller Regional School's Capacity

Ideal when one institution has a much larger department and/or budget



Larger land-grant institution benefits by providing access to a new population

- Demonstrates to constituents that institution is increasing access across the state
- Increases diversity through access to place-bound, first generation, and/or other underrepresented students



Smaller institution gains access with limited investment

- Access to courses/programs and faculty expertise from larger institution/department
- Large financial investment for larger institution, more modest for smaller partner

"The value of the program for NC State Engineering is in expanding access to our excellent programs to students across the state, in support of our institutional mission."

Jerome Lavelle, Associate Dean, College of Engineering, NC State

1) 2019-2020 College of Engineering Undergraduate Face Book, NC State University

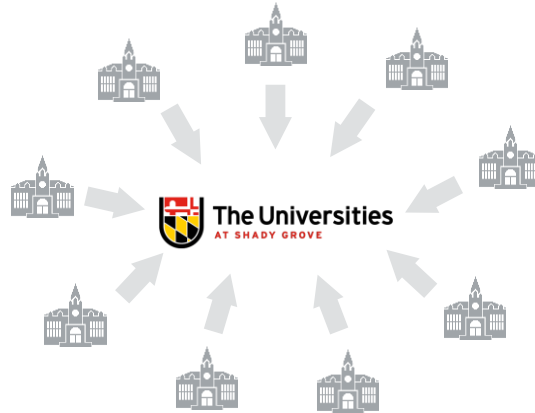
2) "Enrollment at a Glance, Spring 2019." University of North Carolina at Asheville Office of Institutional Research, Effectiveness, and Planning.

How to Finance Program Collaborations

Multi-Campus Facilities and Academic-Workforce Alignment Partnerships

Institutions Pay Based on Space Used and Number of Students

Ideal when a multi-campus facility looks to grow organically



Equitable funding model for participating institutions

- Institutions that use less space pay less than those that use more
- Ensures partner institutions will validate demand before committing resources to new programs



Success of facility heavily dependent on ability of partner institutions to pay

- Low demand could force facility to shut down

System Funds Facility for Partner Use to Steer Academic Agenda

Ideal when the system wants to play a more active role

THE TEXAS A&M
UNIVERSITY SYSTEM



ATM RELLIS
THE TEXAS A&M UNIVERSITY SYSTEM



Allows system office to play more active role in setting academic agenda

- Academic leadership at RELLIS is part of the system office, allowing system office employees to make important decisions at RELLIS
- Through advisory council comprised of representatives from each of the participating universities, RELLIS decides what programs to offer and which institutions will offer them



Substantial financial investment from the system office

- RELLIS has already invested hundreds of millions of dollars to establish the campus
- Might not be financially profitable in the short-term

"RELLIS is losing money at first. It's a long-term investment and will need time to succeed."

Shonda Gibson, Texas A&M System

Meet Students Where They Are

Bring Multi-Campus Course Content to Students Where They Reside

Research contacts indicate that it can be very difficult for students to travel between campus locations, even over short distances or with public transport options. Institutions use varying approaches to meet students where they reside and minimize impact of geography on access to critical courses or academic programs.

Use Same Faculty From Main Campus



- Departments rotate faculty to provide students at off-campus Dixon University Center (DUC) the same academic experience as those at main campus
- Many faculty live near DUC; otherwise, the University pays their transportation expenses
- Faculty recognize importance of off-campus populations, see them as critical to ongoing survival of their departments

Create New Faculty Lines for Satellite Campus



- The University assigns some faculty exclusively to its Center City Philadelphia campus
- Others switch off between Center City and main campus (transportation costs are covered)
- As new faculty come on board, they may be assigned to teach in Philadelphia, reflecting reality that urban adult learners now a core population to serve

Offer Courses Online



- The program allows students to supplement major requirements with course credits from other system campuses; many courses are offered online
- In hybrid courses (offered on some campuses), students can attend required workshops virtually (via Google Hangouts), or if possible, faculty travel to system campuses to hold workshops periodically

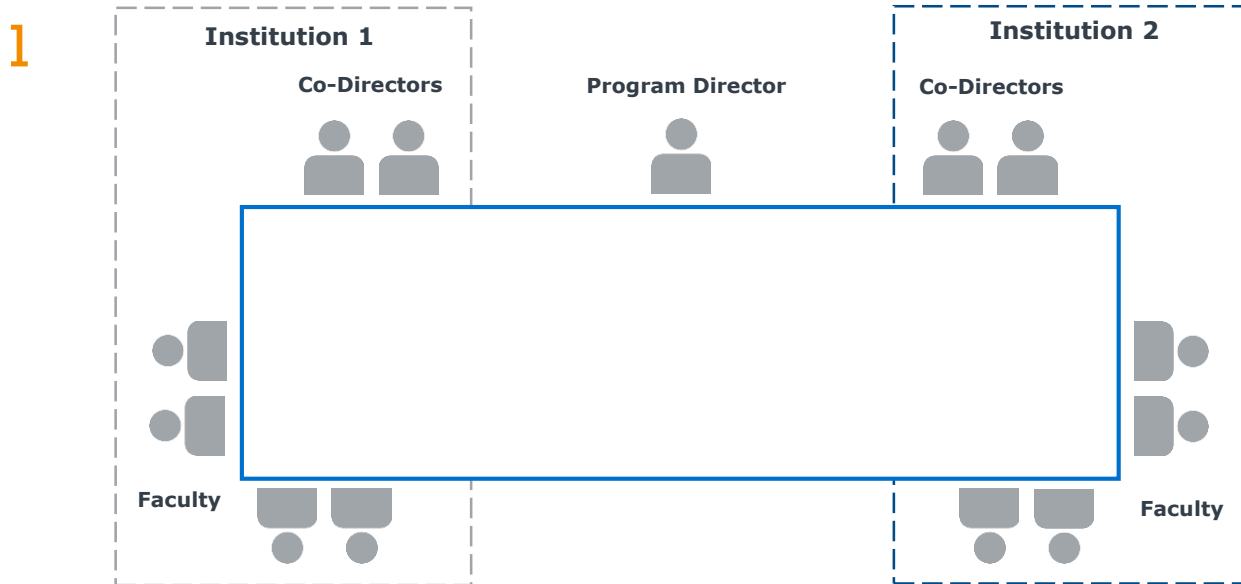
Bridging Faculty From Multiple Campuses

Programs Bring Faculty/Staff Together to Share Administrative Tasks

Joint department management presents a problem: how many administrators are needed to run a program? Can one program director handle all administrative tasks and navigate bureaucracy at two institutions? For shared programs, a different form of shared governance has emerged.

Joint program faculty group: ideal for larger programs, in which faculty at two institutions have longstanding relationship

Joint faculty group, made of up of faculty from both institutions, share program management tasks



Joint faculty enfranchised in shared governance and decision-making

- Administrative burden spread among multiple staff from each institution
- Search committee for new hires made up of faculty from both institutions
- Faculty hired at home campus, have affiliated status at the other – allows them to teach most joint program courses



Director forced to navigate twice the bureaucracy

- Attend faculty meetings at both institutions
- Push program changes through both institutions
- Limits role to purely administrative, non-instructional work

Bridging Faculty From Multiple Campuses

Programs Bring Faculty/Staff Together to Share Administrative Tasks

Two Equal Co-Directors: ideal for most new smaller programs in which faculty don't have a close relationship

Two program directors, one from each institution, share program management tasks – curriculum, faculty hiring, etc.

2



Co-directors jointly make nearly all program decisions

- Make joint decisions regarding course offerings, advising, etc.
- Institutions have equal say in important decisions



Especially vulnerable to leadership transitions

- Little assistance beyond program directors – if one leaves, program loses management capacity

Differentiated Director and Assistant: ideal when one institution is substantially larger and provides more of the curriculum or program support

Program director at one institution, assistant director at other institution; each manages different tasks

3



One institution less enfranchised in shared decision-making

- Program structure is unequal due to unequal funding, program support

Cited Sources and Suggestions for Further Reading

Joint- and Multi-Campus Programs Cited in this Report:

[Coppin State University & University of Baltimore's Joint Master in Human Services Administration](#)

[Dixon University Center](#)

[North Carolina A&T State University & University of North Carolina, Greensboro's Joint Master of Social Work](#)

[North Carolina State University & University of North Carolina, Asheville's Joint BS in Engineering](#)

[PASSHE @ Center City](#)

[RELLIS Campus](#)

[Texas Physics Consortium](#)

[The Universities at Shady Grove](#)

Selected Additional Joint- and Multi-Campus Programs (Not Cited in this Report):

[Georgia Institute of Technology & Georgia State University's Joint PhD in Public Policy](#)

[Millersville University & Shippensburg University's Joint Master of Social Work](#)

[North Carolina A&T State University & University of North Carolina, Greensboro's Joint School of Nanoscience and Nanoengineering](#)

[Salisbury University & University of Maryland, Eastern Shore's Dual BA in Sociology/Social Work](#)

[University of Alabama & University of Alabama-Huntsville's Joint PhD in Nursing Science](#)

[University of California, Davis & San Diego State University's Joint PhD in Ecology](#)

[University of Maine, Presque Isle & University of Maine, Fort Kent's Joint BS in Nursing](#)

[University of Maryland & Towson University's Dual Master of Social Work and Leadership in Jewish Education and Communal Service](#)

[University of North Carolina, Chapel Hill & North Carolina State University's Joint Department of Biomedical Engineering](#)

[University System of Maryland at Hagerstown](#)

Selected Suggestions for Further Reading:

[How Maine Became a Laboratory for the Future of Public Higher Ed](#)

[Nine universities on one small campus? It's Real. It's here. And it could be higher ed's future.](#)

[Unusual collaboration at UMES, Salisbury benefits both schools](#)

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1

Planning Academic Programs Across Campuses

- Case Studies
- Best Practices for Implementation

2

Multi-Campus Program Planning Guidebook

- Tool 1: Model Selection Diagnostic
- Tool 2: Market Demand Validation Checklist
- Tool 3: New Program Cost-Minimization Checklist

Tool 1

Model Selection Diagnostic

Overview

This diagnostic helps system leaders determine which type(s) of multi-campus programs are right for their system.

Goal

The tool helps to explore common options for program-level collaboration in order to support system leaders interested in maintaining access while finding greater efficiency. The diagnostic prompts users to consider various factors, and enables system leaders to compare their responses to characteristics of each model to determine best fit.

Mistakes Avoided

Initiating a multi-campus program without properly considering which model would be a best fit. If systems attempt to initiate programs simply based on what sounds appealing or what they have heard from other systems, they might waste time and financial resources on programs that are not right for their specific needs.

Intended User

System leaders should use this to develop initial plans about which multi-campus programs to develop within their system.

Model Selection Diagnostic

A Resource for Selecting the Right-Fit Collaborative Model

Selecting the right-fit collaborative program model will vary according to internal factors and external market indicators. Please answer each question on the following two pages, marking either a yes or no. Once you have answered all the questions, tally the total number of questions for which you have marked an x for each model, then divide each by 17 (the total number of questions) to see which model(s) might be a good fit for you. For example, if many of your 'yes' answers are matched with an x for Joint Departments, a Joint Department might be a good fit for you.

Please note that each system might weight different factors more or less heavily, so senior leaders might further explore two or even three models that seem to align with internal and market factors.

Key	
JD =Joint Department	MCF =Multi-Campus Facility
MCAD =Multi-Campus Administered Degree	AWAP =Academic-Workforce Alignment Partnership

SAMPLE	Yes	No	JD	MCAD	MCF	AWAP
Do you have infrastructure to offer online classes?	☒	☐		x		

Question	Yes	No	JD	MCAD	MCF	AWAP
Are your faculty willing/able to travel to teach classes at other institutions within your state?	☐	☐	x		x	x
Do you have infrastructure to offer online classes?	☐	☐		x		
Do you have under-enrolled programs that are critical to your mission?	☐	☐	x	x		
Are there underserved parts of your state in which you could realistically offer in-person programs?	☐	☐	x		x	x
Are there underserved parts of your state that you feel would be better suited for online programs?	☐	☐	x	x		
Are there rapidly growing parts of your state that could benefit from new programs?	☐	☐	x		x	x
Are there areas of your state with 2-year colleges but no 4-year institutions that could benefit from bachelor's degree completion programs?	☐	☐			x	x
Do you have pressing workforce needs that can be addressed by gathering experts from multiple institutions in one location?	☐	☐			x	x

Model Selection Diagnostic (cont.)

A Resource for Selecting the Right-Fit Collaborative Model

Key	
JD =Joint Department	MCF =Multi-Campus Facility
MCAD =Multi-Campus Administered Degree	AWAP =Academic-Workforce Alignment Partnership

Question	Yes	No	JD	MCAD	MCF	AWAP
Are you looking for ways to offer hands-on training and make your students more career-ready?	☐	☐				x
Do you have faculty at different institutions who have different specialties within one subject area, but not enough faculty at one institution to offer a program in that subject area?	☐	☐		x		
Do you have space (i.e., a campus, a building, etc.) that is not currently operating at capacity?	☐	☐			x	x
Do you have duplicate programs at institutions in close proximity?	☐	☐	x	x		
Do you have duplicate programs between HBCUs and PWIs?	☐	☐	x			
Do you have understaffed programs that could benefit from added faculty capacity?	☐	☐	x	x		
Are you looking for ways to increase faculty collaboration within your system?	☐	☐			x	x
Do you want your system to play a role in connecting regional employers with academic leaders to develop market-responsive programs?	☐	☐				x
Do you want to start a new program in an emerging field, but don't have enough faculty at one institution to offer it?	☐	☐	x	x		

Tool 2

Market Demand Validation Checklist

Overview

This checklist details three different types of market demand data: labor market, student market, and competitor data. It also provides guidance on sourcing and interpreting this data to evaluate demand potential, and prompts valuable questions about the sufficiency and applicability of data analyzed.

Goal

The checklist improves market demand projections by helping faculty champions better understand market data. Specifically, it helps faculty quickly identify the right sources of data to consider when evaluating market demand potential, where to obtain that data, and how to interpret it. Further, it prompts senior leaders to ask the right questions about demand projections to vet assumptions and analyses.

Mistakes Avoided

Using one-dimensional demand data to evaluate market potential. Without a comprehensive approach to market estimation, institutions risk using inappropriate or insufficient data to evaluate market viability. Alternatively, even with appropriate and sufficient data, data may not be interpreted accurately.

Launching a new program to meet market demand when re-aligning resources within the system might suffice.

Without taking stock of the full program landscape across all institutions, systems could miss opportunities to save resources and increase intra-system collaboration.

Intended User

Faculty should consult this checklist to help prepare initial demand projections for proposed programs. Senior leaders should later refer to the checklist when vetting initial projections.

Market Demand Validation Checklist

Summary of Common Demand Data Sources and Limitations

Across the next several pages, please answer questions related to the three main categories of market demand data: labor market demand, student demand, and competitor. Note, the table below details where these three data types typically originate and their respective limitations. The limitations are not meant to discourage the use of these sources but to suggest where discounting or augmenting data will be useful.

All of these sources are valuable and worth considering when evaluating market demand. However, it is important to recognize their limitations and evaluate multiple sources to get a complete picture of demand.

Type of Data	Source	Limitations
Labor Market Demand	National and State or Provincial Government Databases (e.g., Bureau of Labor Statistics)	- Databases updated infrequently (i.e., every 3-5 years), so not all new and emerging fields (e.g., data science) are included. - National and state/provincial labor trends do not always apply to local context.
	Industry Associations (e.g., American Nurses Association)	Industry-sourced growth projections often overly optimistic.
	Real-Time Employer Demand Analytics (e.g., EMSI)	Labor market demand does not always translate into student demand.
Student Demand	National and State or Provincial Government Databases (e.g., National Center for Education Statistics)	National and state/provincial student trends do not always apply to local context.
	Institutional Surveys	Indicated interest from representative students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments.
Competitor	Integrated Postsecondary Education Data System (IPEDS)	Multi-year lag time for some datasets (e.g., two-year lag between enrollment period and enrollment data update).

Market Demand Validation Checklist (cont.)

Section 1: Labor Market Demand

Labor market data refers to information about employment trends in a given market (e.g., city, region, industry). It offers insight into the hiring needs of employers within that market. Labor market data typically takes two forms: structural and real-time.

- **Structural** labor market data sources rely on surveys and other instruments that collect data periodically. Organizations that provide structural data include the Bureau of Labor Statistics, Statistics Canada, state or provincial departments of labor, and industry associations.
- **Real-time** labor market data sources use web crawling technology to analyze job postings and other employer hiring data. They provide insights into current hiring needs in a given market, including total number of job openings, top hiring employers, skills required to fill open positions, and trends by geography. Sources that provide real-time data include Burning Glass Labor Insight and EMSI.

Valuable questions to ask about labor market demand data include the following:

Question	Guidance	Answer
I. Data Preparation		
List all labor market data sources considered when projecting program enrollment.	See previous page for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Were internal or external stakeholders consulted when evaluating labor demand? Which ones?	Alumni advisory boards, part-time working professional faculty, and local employers can provide valuable feedback on market trends and the accuracy of projections.	
II. Data Sufficiency		
If employer or industry association data was considered, was it independently verified by a neutral third party?	Industry-sourced growth projections can be biased and overly optimistic. Use verified data when possible, or evaluate industry forecasts alongside objective data sources (e.g., governmental).	
How recent is the labor market demand data analyzed?	Up-to-date labor market demand data enhances accuracy of projections. Refer to the table on page 33 for more information on data lags inherent in certain data sources.	

Market Demand Validation Checklist (cont.)

Section 1: Labor Market Demand (cont.)

Question	Guidance	Answer
III. Labor Market Analysis		
What degree level is necessary to obtain in-demand jobs in prospective students' target industry?	Occupational credential preference data can be accessed from O*NET. ¹ Prospective students are more likely to pursue additional education if their target profession requires or prefers advanced credentials.	
Is employer demand apparent in target geographic market?	National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand.	
Which counties/metro areas display the most growth in jobs/degree completions?	This can help identify institutions in parts of the state where demand is growing; this can also help identify regions without easy access to programs in high-demand fields – opportunities for multi-campus programs or facilities.	
What is the expected growth rate of prospective students' target industry or occupation?	Growth rates can be accessed from the BLS, StatCan, state departments of labor, or industry associations. Where possible, use growth rates specific to the target market. Higher growth rates suggest greater future program demand.	
What salaries can program graduates expect to earn in our target market?	Salary information can be accessed from sources such as the BLS and O*NET. Higher salaries typically translate to greater student demand for credentials.	
For programs serving regional markets, how do salaries and career opportunities for program's target industry compare to other regional industries?	Data on relative attractiveness of other industries can be accessed from the BLS and state or provincial occupational data sources. Even if a program's target industry is growing, prospective students may favor opportunities in other industries that offer higher salaries and growth prospects.	

1) Occupational Information Network, free online database with access to career information, including educational and experience requirements needed to access jobs and professions.

Market Demand Validation Checklist (cont.)

Section 2: Student Demand

Student demand data reflects qualitative or quantitative assessments of student interest and market size. Common examples include number of high school graduates (from the National Center for Education Statistics), number of degree completions in a particular field (from IPEDS¹), and institutional surveys of individuals in the target audience.

Valuable questions to ask about student demand data include the following:

Question	Guidance	Answer
I. Data Preparation		
List all student demand data sources considered when projecting program enrollment.	See page 33 for a list of most common data sources to consider and their relative limitations. Consider multiple sources where possible to improve accuracy of projections.	
Did you consult other internal or external stakeholders when evaluating student demand? Which ones?	Enrollment management and current students can provide valuable feedback on student preferences and accuracy of demand projections.	
II. Data Analysis		
How recent is the student demand data used?	Up-to-date student demand data enhances accuracy of projections. Refer to the table on page 33 for more information on data lags inherent in certain data sources.	
III. Student Market Analysis		
Is student demand apparent in target geographic market?	National, state, or provincial trends do not always apply to local context. Where possible, use data specific to the target market to assess demand.	

1) Integrated Postsecondary Education Data System.

Market Demand Validation Checklist (cont.)

Section 2: Student Demand (cont.)

Question	Guidance	Answer
III. Student Market Analysis (cont.)		
Does data support student interest in proposed modality?	Prospective student surveys can reveal whether target audiences are interested in one program modality more than another (e.g., online over face-to-face).	
<i>(If student surveys were used to assess demand)</i> How accurate have institutional surveys been in the past?	Indicated interest from representative prospective students (i.e., individuals in target demographic not actively seeking credential) does not always translate into actual student enrollments. Consider student survey data alongside other labor and student data sources to gain a more reliable understanding of demand.	
To what extent could economic or public policy changes impact student demand for the program?	Economic or public policy shifts (e.g., local employer stops reimbursing employees for graduate tuition; legislation ends financial incentives for advanced degrees) can dramatically affect program enrollment. Employer advisory boards can provide feedback on events causing potential demand shifts.	

Market Demand Validation Checklist (cont.)

Section 3: Competitor

Competitor data refers to qualitative or quantitative assessments of similar or identical programs in an institution's market. Competitors include both traditional peer institutions and non-peer competitors in prospective students' consideration set. External competitors may also include nontraditional alternatives such as bootcamps. Internally, existing programs in similar fields might also compete for enrollments with proposed programs. Common competitor data sources include IPEDS¹ and institutional websites.

Valuable questions to ask about competitor data include the following:

Question	Guidance	Answer
I. Market Evaluation		
What is the ratio of relevant degree completions in target market to available jobs?	Relevant degree completions can be sourced from IPEDS, ¹ and open jobs data can be obtained from labor market demand data sources (listed in table on page 33). A ratio lower than two job postings to one relevant degree completion suggests the market might be oversaturated.	
II. External Competitor Analysis		
Please list the top four competitor programs. How does the proposed program compare in price, size, modality, and other factors?	Programs targeting adult and working professionals may have a different competitor set than traditional undergraduate or research competitors. Non-peer competitors can include national institutions with strong online presence (e.g., Southern New Hampshire University, Arizona State University), community colleges, for-profit institutions (e.g., University of Phoenix), and for-profit bootcamp providers.	1. 2. 3. 4.
What are the primary reasons a prospective student would choose this program over competitors?	Particularly in saturated markets, new programs should have distinctive features (e.g., lower price, more convenient delivery, specialized curriculum, experiential learning features) to attract prospective students.	
Which institutions within the system have the greatest capacity/expertise in this subject area? How many degree completions are there in the field from each institution in the system?	Identify opportunities for inter-institutional collaboration within systems, as institutions complement each other's existing expertise in the field.	

1) Integrated Postsecondary Education Data System.

Source: EAB interviews and analysis.

Market Demand Validation Checklist (cont.)

Section 3: Competitor (cont.)

Question	Guidance	Answer
II. External Competitor Analysis (cont.)		
Are competitor institutions seeing high demand from prospective students? How has demand changed over time?	Trends in competitor program enrollments can be accessed from IPEDS ¹ . Growing demand for competitor programs can indicate potential unmet market demand, while declining or stagnant demand might signal that new programs need to provide unique value propositions to attract students.	
Is expected class size larger than competitors'? If yes, please justify why program will achieve higher enrollments.	Competitor class sizes are often limited by accreditation or a competitive market for students. New programs may struggle to exceed existing program class sizes without evidence otherwise.	
III. Internal Competitor Analysis		
What existing institutional offerings might attract similar student audiences?	New programs should be sufficiently differentiated from existing campus programs to attract net-new students.	
What new market need does the proposed program address that is not already met by related existing offerings?		

1) Integrated Postsecondary Education Data System.

Source: EAB interviews and analysis.

UNC System's Request to Establish Form

The University of North Carolina System requires faculty members to get pre-approval from department chairs and college deans for new academic programs before seeking final approval from the UNC System Office.

Without campus and system office leadership knowledge of the full academic landscape within the system, senior leaders cannot accurately anticipate duplication of offerings. However, there is also an upside to multiple institutions within a system offering a similar program: many students are place-bound and are unlikely to travel to attend programs, and therefore, need programs within close proximity. Campus and system leaders must take this into account as they balance broad access with a desire to avoid unnecessary duplication.

	THE UNIVERSITY OF NORTH CAROLINA SYSTEM	Request to Establish New Academic Degree Program
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I. Program Planning and Unnecessary Duplication:

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). Programs at UNC institutions may be found on the UNC System [website](#).

Institution				
Program Title				
	Year	Year	Year	Year
Enrollment				
Degrees Awarded				

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.
- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.
- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

Source: University of North Carolina System; EAB interviews and analysis.

Tool 3

New Program Cost-Minimization Checklist

Overview

This tool outlines ten tactics to limit upfront investment in new academic programs. The strategies are grouped by type of expense and span major types of program cost drivers, including instruction, administration, and facilities. While all cost-minimizing strategies will not be appropriate for every program, faculty champions should review the guide for applicable tactics during program planning.

Goal

The reference guide helps leaders minimize upfront fixed costs of new programs by leveraging existing or temporary resources without affecting quality. Once programs demonstrate market demand, leaders can consider replacing some of the outlined resources with new fixed investments to support growth.

Mistake Avoided

Committing inflexible, fixed resources before programs demonstrate demand.

Without critically evaluating new program cost bases, institutions may make unnecessary investments in fixed resources when launching new programs. These resources are often difficult to repurpose if programs do not generate expected enrollments. By limiting the amount of fixed resources invested in new programs upfront, leaders can more flexibly respond to market performance after launch.

Intended User

Faculty champions should review this tool with senior leaders during new program planning to identify opportunities to reduce upfront costs.

New Program Cost-Minimization Checklist

Taking a Wait-and-See Approach to Resource Investment

The table below outlines ten proven tactics to minimize upfront investments in new academic programs. Institutions that delay investment in permanent resources (e.g., faculty, facilities, equipment) can quickly respond to market performance by restructuring or sunsetting programs that do not generate target enrollments. Conversely, if programs do meet or exceed expectations, leaders can later invest in more permanent resources to support long-term growth. Of course, not all tactics will be applicable for every new program.

In the table below, a check means that a given tactic is relevant for either Joint departments/Multi-campus administered degrees or Multi-campus facilities/Academic-workforce alignment partnerships, while an x means a tactic is not relevant for those models.

Key	
JD =Joint Department	MCF =Multi-Campus Facility
MCAD =Multi-Campus Administered Degree	AWAP =Academic-Workforce Alignment Partnership

Type of Expense	Cost-Minimizing Tactics	JD/MCAD	MCF/AWAP
<i>Instruction</i>	Identify under-enrolled existing courses to include in new program curriculum to minimize new instructional costs.	✓	✗
	Limit the number of new courses (i.e., not cross-listed with other programs), particularly for online programs with higher upfront course development costs.	✓	✗
	Hire adjunct faculty when appropriate to reduce fixed labor costs. Students in select market-driven professional programs benefit from expertise of practitioner instructors.	✓	✓
	Avoid tenure-track faculty hiring until new program proves market demand.	✓	✓
	Leverage existing tenure-track faculty where appropriate to minimize new costs. Legacy faculty's reputations may bolster early enrollments in research-oriented programs.	✓	✓
<i>Administration</i>	Source program directors from existing faculty where possible. Compensating existing faculty through course releases is more cost-effective than hiring new.	✓	✓
	Add program administrative responsibilities to existing staff workloads where possible to achieve economies of scale. Some staff are motivated by diversified tasks and contributions.	✓	✓
<i>Facilities</i>	Review space utilization data to identify existing space to leverage before building new classrooms, laboratories, or office space.	✓	✗
	Lease new facilities space where possible until new programs prove demand and permanent facilities investment is warranted.	✓	✓
<i>Licenses</i>	Review existing library subscriptions and software licenses to identify resources to use rather than entering new contracts.	✓	✗

Source: EAB interviews and analysis.



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